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ABSTRACT

The North Carolina Internship Office (NCIO) has sponsored for the past several years a service-learning program for college students. NCIO has prepared this booklet to make readily available abstracted and consolidated information about the service-learning internship model and to suggest organizational policy considerations for making service-learning opportunities accessible to more young people. Sections I through IV define service-learning, identify the roles of participants in the service-learning model, and suggest the objectives (benefits) of service-learning internships. Section II also presents information on the nature and scope of existing public-need-based learning programs, indicates a need for greater conceptual and organizational clarity within off-campus learning efforts, and offers policy suggestions for educational institutions and public or private organizations to enhance service-learning opportunities for young people. The appendices indicate tools and resources that have proven useful in facilitating student service and learning in the context of human and public needs. (Author/HS)

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A NOTEBOOK ON SERVICE-LEARNING

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TABLE OF CONTENTS

Page

INTRODUCTION.....ii
COMMENTS ON SERVICE-LEARNING.....iii

I. THE SERVICE-LEARNING INTERNSHIP MODEL
DEFINITION OF A SERVICE-LEARNING INTERNSHIP..... 2
THE SEVEN PRINCIPLES OF THE SERVICE-LEARNING INTERNSHIP MODEL. 3

II. ROLES OF PRINCIPAL SUPPORTIVE PARTICIPANTS IN THE SERVICE-LEARNING INTERNSHIP MODEL
COMPONENTS OF THE SERVICE-LEARNING INTERNSHIP MODEL (Map)... 5
ROLE OF THE UNIVERSITY INTERNSHIP PROGRAM ADMINISTRATOR..... 6
ROLE OF HOST ORGANIZATION INTERN SUPERVISOR..... 7
ROLE OF THE FACULTY COUNSELOR..... 8
SERVICE-LEARNING DYNAMIC INTERRELATIONSHIP (Map)..... 9

III. THE BENEFITS OF SERVICE-LEARNING INTERNSHIPS
SERVICE-LEARNING INTERNSHIP BENEFITS TO STUDENTS.....11
SERVICE-LEARNING INTERNSHIP BENEFITS TO UNIVERSITIES.....12
SERVICE-LEARNING INTERNSHIP BENEFITS TO ORGANIZATIONS.....13

IV. ADMINISTRATIVE CONSIDERATIONS FOR SERVICE-LEARNING INTERNSHIP PROGRAMS
PROBLEMS RELATED TO SERVICE-LEARNING INTERNSHIP PROGRAMS....15
CONSIDERATIONS FOR UNIVERSITY AND COLLEGE POLICY.....17
CONSIDERATIONS FOR PUBLIC AND PRIVATE HOST ORGANIZATION POLICY.....18

APPENDICES
Appendix A: CHECKLIST FOR BROKERS OR DEVELOPERS OF INTERNSHIP PROGRAMS: TOOLS OF THE TRADE.....20
Appendix B: SUGGESTED ITEMS FOR A STUDENT APPLICATION FORM..21
Appendix C: INDEPENDENT CONTRACTS AND LEARNING CONTRACTS FOR SERVICE-LEARNING INTERNSHIPS.....22
Appendix D: WORKSHEET FOR ORGANIZATIONS DEVELOPING PROJECTS FOR SERVICE-LEARNING INTERNSHIPS.....25
Appendix E: SKILLS FOR EFFECTIVE SUPERVISION OF INTERNS.....26
Appendix F: SKILLS FOR EFFECTIVE FACULTY COUNSELING OF SERVICE-LEARNING INTERNS.....27
Appendix G: SKILLS FOR EFFECTIVE INTERNSHIP PERFORMANCE.....29
Appendix H: SUMMARY OF A RESEARCH EFFORT.....30
Appendix I: BIBLIOGRAPHY OF RESOURCE MATERIALS.....32

INTRODUCTION

For several years the North Carolina Internship Office (NCIO) has sponsored "service-learning," a phrase given basic philosophical and practical meaning by the Southern Regional Education Board (SREB). After what had seemed steady but slow growth of its use in student internship programs of North Carolina and a few other states, service-learning has suddenly appeared frequently in national parlance. For instance, drafts of the 1972 amendments to the Higher Education Act of 1965 refer to "service-learning" in contexts that clearly suggest a meaning common to NCIO usage.

Obviously, then, service-learning will soon be too pervasive a practice for NCIO to maintain the personal role its staff have enjoyed in past years of concept advocacy, seed-money management, personnel training, program research, and information dissemination.

Consequently, NCIO has prepared this booklet to make readily available abstracted and consolidated information about the service-learning internship model and to suggest organizational policy considerations for making service-learning opportunities accessible to more young people.

Sections I through IV define service-learning, identify the roles of participants in the service-learning internship model, and suggest the objectives (benefits) of service-learning internships.

Section II also presents information on the nature and scope of existing public-need-based learning programs, indicates a need for greater conceptual and organizational clarity within off-campus learning efforts, and offers policy suggestions for educational institutions and public or private organizations to enhance service-learning opportunities for young people.

The Appendices indicate tools and resources that have proven useful in facilitating student service and learning in the context of human and public needs.

COMMENTS ON SERVICE-LEARNING

Students speak about service-learning internships:

> "I would like to renew a close touch of awareness with other people, to exercise ideas I've only been able to think about and read about. This year I have been feeling very strongly the necessity for utilizing this education, combining it with my need to participate in the larger world community -- the community other than the selective intellectual community."

> "This is now my third year in college and I don't believe I've contributed to anyone but myself. I see my internship as a way to become involved and I want very much to become involved."

> "I have learned more through my internship than through any previous college or work experience.... It has strengthened my dedication to the field of social sciences."

Faculty speak about service-learning internships:

> "When the idea of service is put into action, it changes the nature of education. Education becomes an integral part of living, not just preparation for life. It becomes a lifelong joy in the preparation for life. It becomes a lifelong joy in the discovery of yourself and your relation to the world. It is realizing that every person and institution is vulnerable to the forces around them. Thus the need for involvement, for caring."

> "Action, man, action--student action, without the confinements of the curriculum and the classroom, against which rebellion is overdue. Self-determination, self-reliance, self-imagination, self-ingenuity, self-responsibility, self-etc."

> "The most significant part of the internship program is the opportunity for students to participate in situations related to but often not available in the academic atmosphere. By being involved in service activities, students are sensitized to the needs and problems of their community and the society as a whole."

Host organization intern supervisors speak about service-learning internships:

"The intern established and conducted an in-service training program for Head Start which will be continued and enlarged upon as time progresses."

"The intern's report has been of tremendous help to us in evaluating the goals of our organization. The report will be widely distributed throughout our organization and used as a future policy guide."

"Our organization had an internship to examine the potential for a commercial outlet for Madison County handmade crafts and as a result of that experience she has opened a crafts boutique on the campus of Mars Hill College and is supported through a staff position in the Madison-Buncombe County Opportunity Corporation."

I. THE SERVICE-LEARNING INTERNSHIP MODEL

DEFINITION OF A SERVICE-LEARNING INTERNSHIP

Service-learning has been defined as:

"The integration of the accomplishment of a task which meets human need with conscious educational growth."

A service-learning internship is designed to provide students responsibility to meet a public need and a significant learning experience within a public or private institution for a specified period of time, usually 10 to 15 weeks.

The students are typically recruited and placed by a university- or college-based internship office, which serves as the initiator and coordinator of internship activities.

The intern normally receives both a stipend (usually $75 to $100 a week) and academic credit (1-15 semester hours).

Funding for student interns comes from public (federal, state, local) and/or private sources.

THE SEVEN PRINCIPLES OF THE SERVICE-LEARNING INTERNSHIP MODEL

The service-learning concept as practiced in North Carolina has produced seven operational and philosophical principles:

1. That each service-learning intern have at least one well-defined work activity that is regarded as worthwhile by the organization or group with whom the intern is affiliated, the intern, and the faculty mentor.

2. That each service-learning intern develop specific learning objectives that can be readily identified and reviewed periodically throughout the work period. The support committee members of faculty and host organization representatives should also develop specific learning objectives for their participation.

3. That each intern or group of interns be supported by a college-related faculty person and/or a community or public organization person. The roles of these support people are to assist with task definition, learning objective definition, carrying out the task, counseling with the intern, and carrying through with ideas and projects initiated.

4. That each intern contract as an independent agent with the organization involved to do the work and pursue the learning objectives in cooperation with a post-secondary educational institution.

5. That each intern have adequate time for private reflection to assess the worth of his own experience in providing service to others and learning in a non-school setting.

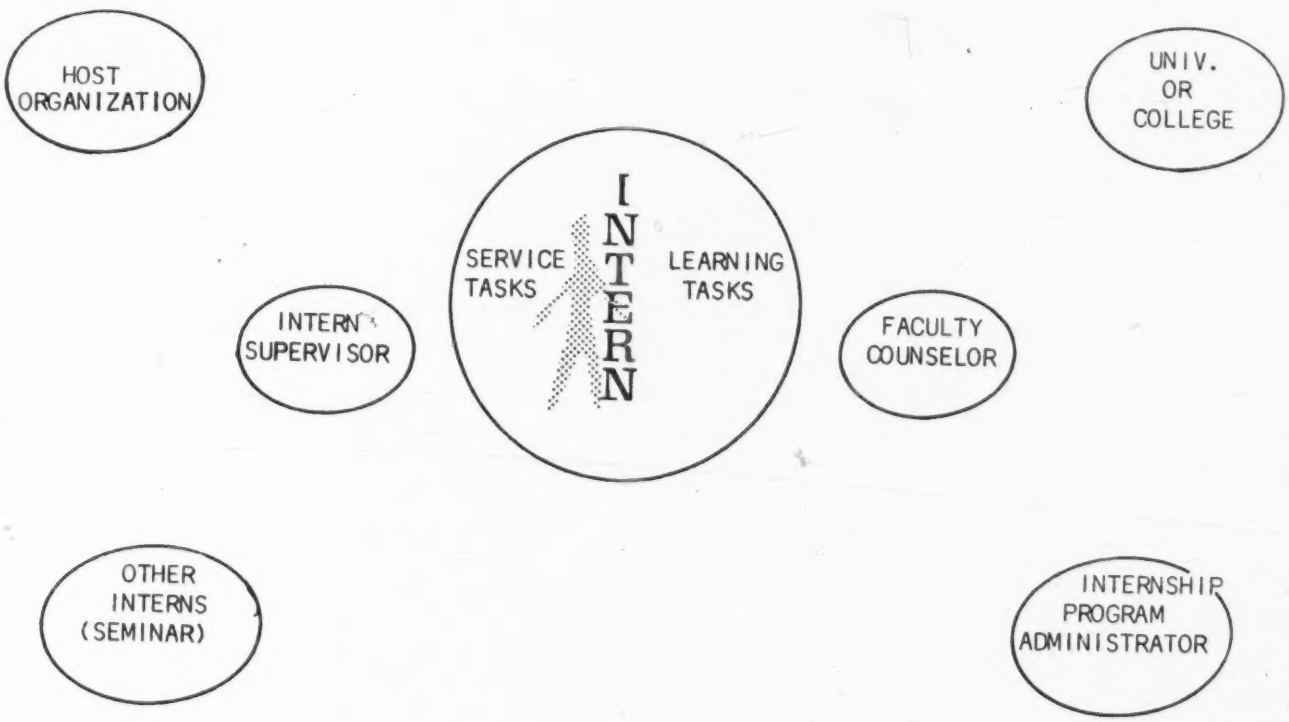
6. That each intern produce a report or communication vehicle that is primarily for the organization with which he is affiliated and the people being served. Such a product should also be illustrative of the learning realized through the experience.

7. That, where possible, regular workshops or meetings be required and arranged to make possible student-to-student feedback and accountability. A learning team of ten to fifteen students meeting regularly (weekly) with supportive mentors is a proven and workable model for encouraging peer-group learning and support.

II. ROLES OF PRINCIPAL SUPPORTIVE PARTICIPANTS IN THE SERVICE-LEARNING INTERNSHIP MODEL

COMPONENTS OF THE SERVICE-LEARNING INTERNSHIP MODEL

COMMUNITY RESIDENTS and PUBLIC NEEDS



(THIS "COMPONENT ROAD MAP" CAN BE UTILIZED TO EXPLORE THE NEEDS, EXPECTATIONS, GOALS, ROLES AND RELATIONSHIPS OF EACH COMPONENT.)

ROLE OF THE UNIVERSITY INTERNSHIP PROGRAM ADMINISTRATOR

1. Develop administrative procedures for implementing service-learning programs. (See Appendix A.)

2. Identify and certify prospective host institutions (public and private) that are willing to cooperate in providing service-learning internships to students.

3. Identify specific projects that can be provided by host institutions or developed by students which are suitable for service-learning internship assignments.

4. Be responsible for screening intern applicants and matching tasks in host institutions with the interests and capabilities of accepted interns.

   Note. Usually this matching process is assisted by the host institution intern supervisor and the intern's faculty counselor. (See Appendices B and C.)

5. Provide for faculty supervision and training needs of all participants, and ensure on-going review and interpretation of the program.

ROLE OF HOST ORGANIZATION INTERN SUPERVISOR

1. Identify institutional or community needs which the intern can meet, provide project alternatives for the intern, or assist him or her in conceptualizing a worthwhile project. (See Appendix D.)

2. Coordinate administrative details (e.g., stipends, screening of applicants, time frame) with the university internship program administrator.

3. Develop sensitivity to the particular needs and interests of the intern. (See Appendix E.)

4. Help the intern understand the nature and role in the community of the host organization by means of discussions (including attendance at staff meetings), literature, seminars, films, etc.

5. Cooperate with the intern's faculty counselor and the intern in developing and meeting learning objectives.

6. Provide administrative and technical assistance to the intern in the course of project completion.

7. Cooperate with the internship program administrator and the faculty counselor in assessing the intern's progress and overall performance.

8. Ensure host organizational follow-up on intern projects and provide feedback to internship program participants.

ROLE OF THE FACULTY COUNSELOR

1. Help the host organization intern supervisor and the intern define learning objectives consistent with the intern's interests and with the task with which the intern will be involved. (See Appendix F.)

2. Arrange periodic meetings with the intern and intern supervisor during the course of the program to stimulate reflection on their experiences.

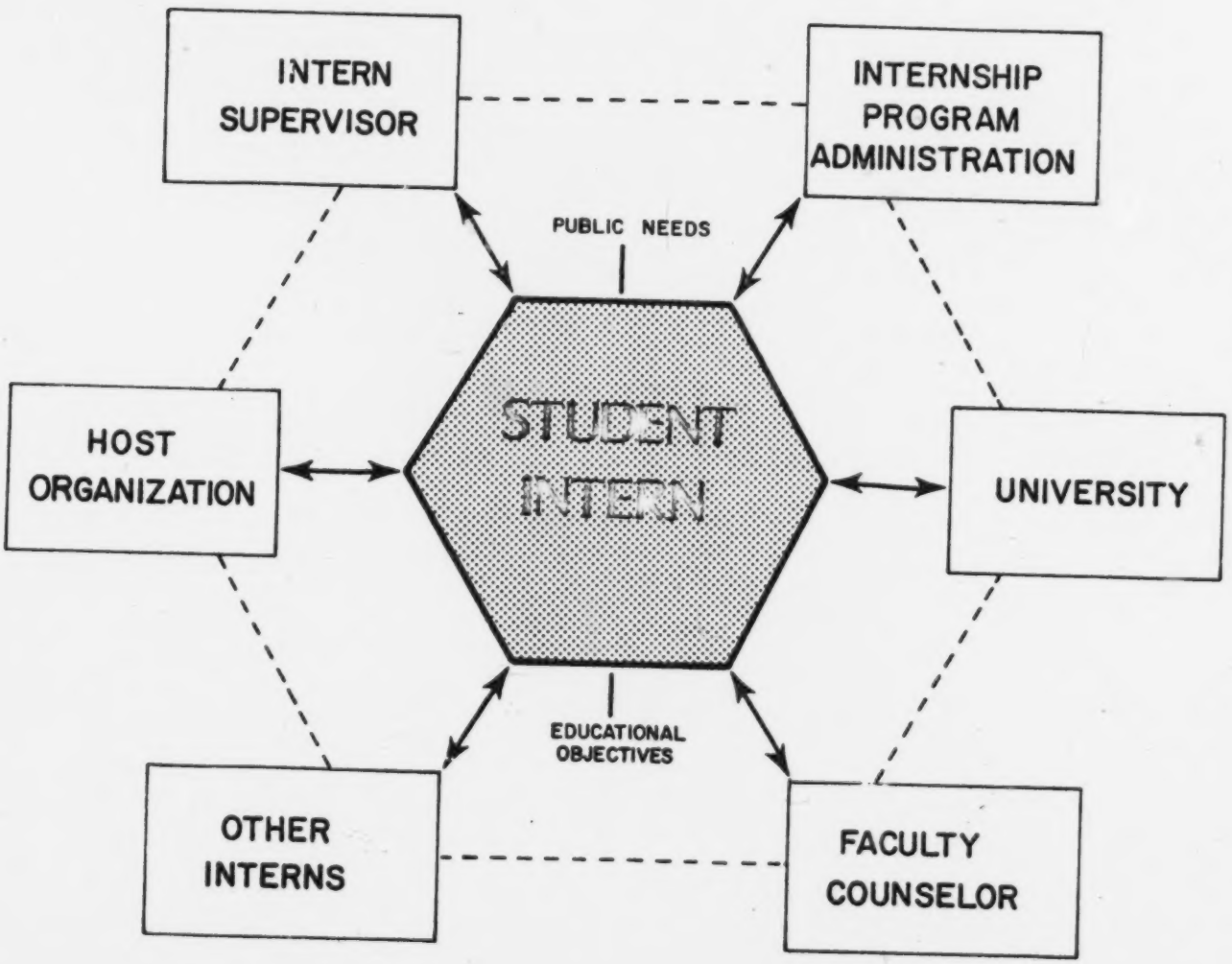
3. Be responsible for awarding academic credit.

4. Evaluate the student's internship experience with respect to task accomplishment and realization of desired learning objectives.

5. Help the internship program administrator increase service-learning opportunities for students.

Note. In some internship programs the faculty counselor has partially or entirely assumed the administrative responsibilities.

SERVICE - LEARNING INVOLVES A DYNAMIC INTERRELATIONSHIP AMONG THE SEPARATE COMPONENTS OF THE MODEL



III. THE BENEFITS OF SERVICE-LEARNING INTERNSHIPS

SERVICE-LEARNING INTERNSHIP BENEFITS TO STUDENTS

1. Personal responsibility for meeting a public need.
2. Opportunity to earn money in a constructive endeavor.
3. Accrual of academic credit.
4. Independence to pursue personally determined learning objectives.
5. A chance to practice a service-learning life style.
6. Aid in making sense of experience.
7. Perspective to reflect on cultural values and one's own commitment to such values.
8. Better understanding of institutional behavior and organization.
9. Opportunity to explore vocational interests.
10. Context for developing some specific skills (i.e., research, conceptual planning, management, problem solving, direct service delivery).
11. Opportunity to develop the ability to communicate and work constructively with others to accomplish a defined task.

SERVICE-LEARNING INTERNSHIP BENEFITS TO UNIVERSITIES

1. Additional learning settings for students.

2. Opportunities to serve specific public and human needs through students.

3. Awareness of sociological situations in communities from which students come and to which they will return.

4. Opportunities to keep abreast of knowledge being generated in communities and non-academic settings.

5. Opportunity for establishing a continuing dialogue among students and faculty about living and learning.

6. Opportunity to conduct research on learning styles and behaviors in off-campus settings.

7. Expansion of learning resources and physical plant usage often without increased costs.

SERVICE-LEARNING INTERNSHIP BENEFITS TO ORGANIZATIONS

1. An immediate source of temporary manpower.
2. Screening and recruitment of future employees.
3. Access to skills and knowledge of colleges and universities.
4. Opportunities to examine the learning and teaching dimensions of their own operations.
5. Opportunities for supervisors of interns to discover ways to manage work and learning for themselves as well as interns.
6. Access to thoughts and attitudes of the young (ventilation).
7. Invigoration of permanent staff through presence of students.
8. Fostering of creditable witnesses (interns and faculty) about the nature and worth of the organization in promoting the public good.

IV. ADMINISTRATIVE CONSIDERATIONS FOR SERVICE-LEARNING INTERNSHIP PROGRAMS

PROBLEMS RELATED TO SERVICE-LEARNING INTERNSHIP PROGRAMS

Problems still exist in developing and carrying out service-learning internships:

1. Existing public-need-based learning programs demonstrate uneven awareness of service and learning potential for communities and students.

2. Students have no adequate sources of information about existing public-need-based learning programs on or off campus.

3. Most public and private organizations have no consistent and systematic source of contact for developing public-need-based learning opportunities.

4. Colleges and universities have inconsistent support mechanisms and wide-ranging standards for encouraging, sustaining, and academically rewarding students pursuing public-need-based learning.

From a recent survey of community-based experiential learning NCIO discovered that North Carolina colleges and universities sponsor, support, or academically recognize 308 off-campus learning programs that involve more than 16,000 students. Despite these impressive totals, deficiencies exist within the various types of programs. The following categories provide a convenient breakdown of the various programs for isolating these deficiencies.

1. Teacher education (7,792 students). Tutoring and other pre-student-teaching student exposures often effectively bring together educational problems of the community and the skills and motivation of college students, but student teaching (5,397 students) is often preoccupied with formulas for meeting certification to the minimization of community value in the program.

2. Community service (3,313 students). These programs are frequently emotionally rewarding to the students but too often remain unrefined, non-credit outlets for "do-goodism."

3. Field work in academic major (3,013 students). The integration of theory and practice is usually well developed in these field experiences, but faculty frequently overlook other kinds of learning that a practical context offers (e.g., the realities of personality interplay, the politics of professionalism, the impingement of financial limitations). Furthermore, field work requirements have typically come at the conclusion of one's academic career, thus precluding effective review and evaluation.

4. Independent study (705 students). While this learning structure offers great flexibility, it is too frequently limited to copious hours in the campus library. When data gathering occurs in the field (public need setting), it is sometimes academically under-supported so that students flounder and host organizations have a guest they must entertain.

5. Cooperative education (423 students). Though one of the oldest and probably the most thoroughly structured off-campus learning program, "coop" has begun only recently to expand its educational base beyond pure professionalism. Considerably more expansion will be needed if cooperative education is to adapt to new directions in curriculum and student motivation.

6. College Work/Study Program (313 students). Though a fine way for students to combine earning tuition money and learning by doing, CWSP has been hobbled until recently by federal policy against the merger of the program with credit-earning curriculum. Further limitation to cultivating the educational potential of CWSP has come from colleges that have put a disproportional number of Program students in menial tasks to augment campus maintenance staff.

7. "Jan. plan" or "4-1-4" calendar (216 students identifiable but many more involved). This short semester provides a convenient time block for limited public-need-based learning projects. Growing numbers of colleges are instituting this calendar, but the frequent lack of academic support can foster a carefree, unproductive mood among students. The prime source of this lack of student purpose comes from faculty or institutions that leave students totally to their own devices in planning and executing the "mini-mester."

8. Academically structured travel (168 students). Exposure to other cultures is an excellent way to develop perspective on one's own life-style and community. Study tours, however, frequently concentrate on evidence of temporally remote aspects of a foreign culture while leaving the analysis of contemporary elements to chance insights during the student "free time." While history may repeat itself, it doesn't do so with the same persons. Thus, understanding the politics of The Tyrants of ancient Athens may be less relevant than understanding the politics of The Colonels of modern Athens.

CONSIDERATIONS FOR UNIVERSITY AND COLLEGE POLICY

1. Establish the goal that public-need-based learning opportunities be available for academic recognition at least once to each student during the period of enrollment.

2. Consider establishing an off-campus-learning office with appropriate administrative, faculty, and student support. The functions of the office might include coordination of existing programs, information gathering for students, development of new service-learning programs, and policy review of programs. (Note. Policy review currently could be applied advantageously to tuition regulations, faculty incentives, procedure for use of adjunct faculty as supervisors, criteria for faculty supervision and accrediting, and refinement of the service-learning concept.)

3. Establish liaison with local project clearinghouses so as to facilitate matching internship candidates with opportunities in the area. (Models of this area approach are to be found in Charlotte and Greensboro.)

CONSIDERATIONS FOR PUBLIC AND PRIVATE HOST ORGANIZATION POLICY

1. Establish a goal that would make available service-learning opportunities for young people throughout the year. A ratio of one full-time, year-round, budgeted service-learning internship to 50 full-time employees is desirable.

2. Establish organization policy that provides for coordinating of task identification for student interns, selecting and training interns, supervising interns, and providing liaison with college and university communities.

3. Establish criteria for student involvement that maximizes the contribution a student can make to the organization and the learning that can accrue to the student and the supervisor with whom he works.

4. Establish criteria for adequate review of the organization's potential and actual involvement with the educational development of young people and regular staff.

APPENDICES

Appendix A

CHECKLIST FOR BROKERS OR DEVELOPERS OF INTERNSHIP PROGRAMS:

TOOLS OF THE TRADE

1. Authority from president or dean of the college.
2. Clearly stated endorsement of academic credit for specified experiential learning from curriculum committee of the college.
3. Description of program:
   a. Goals (clearly set).
   b. Operations.
4. Application forms. (See Appendix B.)
5. Project definition outline for community groups. (See Appendix D. Under "5. Initial steps..." some useful activities might be providing orientation materials like background information on the organization and annual reports, having the student spend a day at the office looking around, letting the student attend meetings and a training workshop, or developing jointly a work plan.)
6. Sample contracts. (See Appendix C.)
7. Training capability for faculty, community group person, and student.
8. Research component and someone to implement it.
9. Means for publicity about individuals and programs (press releases to hometown newspapers often used).
10. Tie-ins with national, regional, and state networks of resource persons for experiential education.
11. Time and energy to put it all together.

Appendix B

SUGGESTED ITEMS FOR A STUDENT APPLICATION FORM

1. Basic biographical data.
   a. Name.
   b. Addresses and phones (both home and college).
   c. Birth date; sex; weight; height.
   d. Physical limitations; general health.
   e. Social Security number.
   f. Citizenship.
   g. Extracurricular interests.
   h. Skills, licenses, or other professional qualifications.
   i. Geographical areas deemed accessible; availability of own transportation.
2. One-page essay on why student wants a public-need-based service-learning internship. Student should rank order of his motivation among service to others, money, general interest, career exploration, or other.
3. Student's preferential ranking of type of internship: direct action, organizing, research.
4. Previous experience with service-learning. (Note. It would obviously be useful to develop means to assess the previous experiential learning of students, faculty, and other support personnel.)
5. References of faculty and previous employers.

Appendix C

INDEPENDENT CONTRACTS AND LEARNING CONTRACTS FOR SERVICE-LEARNING INTERNSHIPS

ADVANTAGES OF CONTRACTING

The independent contract is useful for the following reasons: (1) it is more practical for most agencies (and also in the interest of its interns) not to include interns in the regular employment agreement and payroll; (2) it is consistent with the nature and objectives of service-learning internships. Internships differ from standard employment since interns, unlike employees, are assigned short-term tasks on the basis of public needs and are not subject to all the considerations, such as job advancement, which may affect many employees' perceptions of their responsibility to an organization.

Service-learning internships provide opportunities for interns to serve public needs, to learn about public organizations, to develop service life-styles, to make sense out of their experience, to become more autonomous learners, and to come to grips with their own cultural values. The independent contractual agreement with the organization and the learning contract with the educational institution address these aspects of the service-learning experience.

The learning contract is useful for standard setting and evaluation of the learning that occurs in service-learning internships. Reporting requirements can often be the same for both the independent contract and the learning contract.

A. INDEPENDENT CONTRACT

Service-learning internships have generally been arranged by means of independent contracts through which an organization contracts with the intern to perform specific tasks within specific time limits and with specified financial and counseling support. Depending upon the customs and procedures of organizations, contracts can be developed for a particular style. Items to be covered in any contract include:

1. The parties.
2. Agreements of the sponsoring party to provide a task, supervision, financial support, and other agreed-upon provisions.
3. Agreement of the service-learning intern to perform specific tasks within specific time limits and other agreed-upon provisions.
4. Other terms and conditions that are mutually agreed upon, such as a condition that the intern shall in no way be regarded as an employee of the agency.

- -

Internship Contract between the Greater Tarheelia Chamber of Commerce and John Eager

1. The Greater Tarheelia Chamber of Commerce (hereinafter called "Host")

and John Eager (hereinafter called "Intern"), a student at Popular University, hereby agree to this internship contract.

2. Host will pay Intern a $1,000 stipend for producing between June 1, 19__, and September 1, 19__, a study of the nature and degree of support that the agency members of the Greater Tarheelia Chamber of Commerce give to higher education.

3. Host will provide for Intern during the specified dates adequate office space, one half-time secretarial assistant, necessary office supplies, and a telephone.

4. The executive director of Host will provide from time to time in-office counseling and assistance to Intern during the specified dates, and he or his appointee shall have at least one two-hour conference with Intern during each week of the internship.

5. Intern agrees that as his internship has as much an educational as a work aspect and as he may receive academic credit for the internship, he is not a regular employee of Host but an associate having no eligibility for such typical regular employee benefits as retirement pay, sick leave, paid vacation, and Workmen's Compensation.*

6. Both Host and Intern agree that all obligations of Intern to Popular University by reason of this internship will be honored and specifically that Intern shall be free to leave Host's offices if attendance at seminars or conferences related to the internship requires such absences.

- -

B. LEARNING CONTRACT

As there is a learning dimension to the service-learning internship design, a learning contract between the intern and his university should be negotiated outlining the specific learning objectives of the internship experience. This agreement can be part of the independent contract with the host agency.

Learning objectives for an internship can vary greatly in style and, thus, help an intern grow in ways not possible at the student's campus. The objectives set forth in provision 8 below reflect an intern's interest in subject matter, but they might have shown educational goals of skill development as in interview technique or self-awareness as in perceptions of cultural intercourse between intern and host agency colleagues. The ones used in the contract were chosen for their ready compatibility with academic resources and procedures of the intern's university.

- -

*Some internship contracts specifically include some of these benefits, especially Workmen's Compensation.

Learning Contract between Popular University,

John Eager, and Ralph Footenote

1. Popular University (hereinafter called "University"), John Eager (hereinafter called "Intern"), and Ralph Footenote (hereinafter called "Adviser"), hereby agree to this learning contract.

2. Any provisions of any internship contract between The Greater Tarheelia Chamber of Commerce (hereinafter called "Host") and Intern are hereby incorporated by reference.

3. University agrees that Intern is eligible to earn academic credit through this internship and learning contract; that the amount of credit shall be determined by Adviser; but that the credit shall not exceed ___ credit hours.*

4. Intern agrees that he will pay for each credit hour earned hereby at the rate he would for units earned through the Summer School of Popular University.**

5. Intern agrees that the University grading system shall apply and that Adviser shall be the faculty counselor and evaluator of the internship.

6. Adviser agrees to accept Intern's study for Host as one of two bases for Adviser's evaluating Intern's performance.

7. Adviser stipulates that the other basis of evaluation shall be analysis by the Intern of the approximation of his own learning objectives.

8. Intern sets forth the following learning objectives:

   a. To discern the attitudes of members of the Greater Tarheelia Chamber of Commerce toward higher education.

   b. To discover among these members any correlation between educational background and community awareness and involvement.

   c. To discover among these members any correlation between educational background and the economic power structure of Tarheelia.

9. Adviser stipulates that Intern shall meet with him once every other week of the internship for two hours to review Intern's efforts. At least half of these conferences shall take place at Host's offices.

10. Adviser stipulates the study for Host and final analysis of progress toward Intern's learning objectives shall be in writing, of no prescribed length, and presented personally by Intern on October 1, 19__, to Adviser.

- -

*Colleges in North Carolina have awarded anywhere from one to 15 credit hours for internships.

**Some learning contracts provide reduced tuition rates; others eliminate tuition altogether. Both alternatives can be considered in-kind contributions for federal funding conditions.

Appendix D

WORKSHEET FOR ORGANIZATIONS DEVELOPING PROJECTS FOR SERVICE-LEARNING INTERNSHIPS

1. Suggested project title.

2. Objectives of the organization, department, or community group.

3. Ways in which a student might assist you in accomplishing some of these objectives. (Note specific tasks that the intern could do.)

4. Learning opportunities the project might offer a student intern.

5. Initial steps that would help prepare the student intern for meeting task and learning objectives.

Internship to begin by _____ and conclude _____

Intern's host agency colleague _____

Title:
Address: Phone:

Submitted by _____ Date _____

Appendix E

SKILLS FOR EFFECTIVE SUPERVISION OF INTERNS

The following items describe behavior that our thought and research suggest are associated with effective supervision of student interns. These items are presented as a stimulus for thought about the skills supervisors may need in order to work effectively with their interns.

1. Encouraging interns to be active participants in defining their own projects.

2. Helping students set specific, moderate-risk, problem-solving, and learning objectives.

3. Helping students function independently in carrying out their projects.

4. Helping students record data generated by their own problem-solving and learning experiences.

5. Making information and other resources available to interns.

6. Developing warm and trusting relationships with interns.

7. Helping students use internship experience to better understand institutional behavior and organizational practice within the agency to which he/she is appointed.

8. Helping students assess meaning of their internship experiences for their own understanding of their values, future directions in education, community experiences, and career choice.

9. Measuring and evaluating intern work.

10. Developing one's own learning objectives while working with interns.

11. Developing approaches for work of interns to be followed up in appropriate ways.

12. Communicating the service-learning concept as a problem-solving and experiential learning style to colleagues in an agency.

13. Communicating with the intern and the faculty counselor (if available) about the intern's style of learning and problem-solving.

Appendix F

SKILLS FOR EFFECTIVE FACULTY COUNSELING OF SERVICE-LEARNING INTERNS

The following items describe behavior that our thought and research suggest are associated with effective faculty counseling of interns. These items are presented as a stimulus for thought about the skills faculty counselors may need in order to work effectively with their interns.

Facilitating Learning of Students.

1. Helping students reflect on and learn about their own style of learning and problem-solving.

2. Helping students use their internship experience to better understand institutional behavior and organizational practice.

3. Helping students understand the significance of internship experiences for issues of theory and policy.

4. Helping students assess the meaning of their internship experiences for their own understanding of their values, future directions in education, community experience, and career choice.

Support for Experiential Learning and Problem-Solving.

5. Encouraging students to be active participants in defining their own projects.

6. Helping students function independently in carrying out their project.

7. Helping students set specific, moderate-risk, learning, and problem-solving objectives.

8. Helping students record data generated by their own learning and problem-solving experiences.

9. Making information and other resources available to students that might help them in their learning and problem-solving.

10. Developing warm and trusting relationships with students.

Working with Public Agency Representatives.

11. Assisting intern supervisors in agencies support both the work and learning objectives of the intern.

12. Arranging periodic review sessions with agency representative and intern.

Appendix F (Cont'd)

Group Facilitator Skills.

13. Helping students reflect on their concrete experience in group settings.

14. Facilitating rather than directing group discussion.

15. Encouraging students to be effective consultants with one another.

Faculty Readiness.

16. Developing one's own learning objectives while working with interns.

17. Setting standards, measuring student learning and evaluating student performance in internship experiences.

18. Developing approaches for relating learning experiences in internships to regular teaching assignments.

19. Communicating the service-learning concept as an experiential learning style to interns, agency representatives, and faculty colleagues.

Appendix G

SKILLS FOR EFFECTIVE INTERNSHIP PERFORMANCE

The following items describe behavior or attitudes that our research shows are associated with satisfying and productive experiences for student interns. These items are presented as a stimulus for your thought about skills interns need in order to perform effectively.

Task Achievement Skills.

1. Setting goals for one's internship work that are challenging but realistic.

2. Measuring one's progress towards set goals.

3. Making one's own decisions.

4. Assuming overall responsibility for the success or failure of one's work.

5. Defining, analyzing, and solving problems that arise in one's work.

Relationship Building Skills.

6. Asking for help when one needs it.

7. Listening to and using the advice of others.

8. Taking the initiative in talking over and exploring dissatisfactions with supervisors and colleagues.

9. Giving help and support to colleagues and supervisors.

Learning Skills.

10. Setting clear objectives for learning in the internship.

11. Thinking through the implications of one's internship experience for personal values and future directions.

12. Recording one's experiences in a way that helps achieve the learning objectives.

13. Knowing how to get the information one needs to solve a problem or meet a learning objective.

Appendix H

SUMMARY OF A RESEARCH EFFORT

Among three research efforts NCIO sponsored to develop a method for measuring the learning within a service-learning internship was a brief study during 1970.

I. The Student Sample. The student sample was drawn on a stratified random basis to include representative proportions of students participating in the NCIO-affiliated internship programs as well as the State Government Internship program. The sample is based on 88 responses out of a sampling of 100. The interviews were conducted around six months after the intern experience had concluded. Because of this strategy, the sample tends to over-represent somewhat students who were still on the campuses of the sponsoring institutions.

Sample Composition.

SEX		RACE		CURRENT YEAR IN SCHOOL	
Male:	64%	Black:	27%	Sophomore:	7%
Female:	36%	White:	70%	Junior:	16%
				Senior:	55%
				Graduate:	20%

II. Student Activity. About 30% of the students characterized their work as organizational in nature. About 20% of the students described their work as providing direct personal services to individuals. About 50% of the students described their work as consisting of research activity. All internships were focused on community problems. In addition, 55% of the students reported that their work brought them into "close and frequent contact" with people of different economic, racial, political backgrounds.

III. Task and Agency Perceptions. About 71% of the students strongly agreed that their summer work was "important and could be a contribution to the agency and the community," while 7% of the students disagreed strongly. About 54% felt strongly that they "accomplished what they set out to do," while 14% disagreed strongly with this statement. About 51% agreed strongly that "most of the responsibility for the success or failure of the project rests on me," while 16% stongly disagreed.

IV. Learning Self-Report. On the next page is a summary of the student responses to some of the chief attitude change items on the learning outcomes section of the survey instrument. As in the above quoted statistics, the items call for a seven-point response on a disagree-agree scale. A response of one or two has been coded "strongly agree" while a response of 6 or 7 has been coded "strongly disagree." In the instrument itself, some items were worded negatively to guard against response set, but in the data presented below, all items are worded positively for ease of comprehension.

Appendix H (Cont'd)

Questionnaire Item	Strongly Agree	Strongly Disagree
1. The idea of working in the future with public issues and community problems has become more attractive to me.	56%	6%
2. I've become more interested in community-based learning.	60%	7%
3. I'd like to try something like an internship again.	62%	5%
4. I discovered that problem-solving is an extremely complex process even when you're doing your best.	49%	18%
5. The problems are far more serious and urgent than I realized before the internship.	65%	7%
6. I have concluded that with additional effort and application of resources that some real progress can be made in dealing with these problems.	64%	10%
7. I've gained a great deal more confidence in myself as an active, competent, self-reliant person.	55%	5%

A plausible interpretation of these data is that interns become more concerned about community problems, more realistic about their complexity, but at the same time more motivated to try and work to solve them.

II. Agency Supervisor Attitudes

A sample of 36 agency supervisors of interns were interviewed simultaneously with the 88 students. The following are their responses to selected questionnaire items.

Questionnaire Item	Strongly Agree	Strongly Disagree
1. I am convinced that students can be a valuable resource in helping my agency achieve its goals.	90%	0%
2. The intern performed a very valuable service for the agency this summer.	61%	6%
3. I developed a close personal relationship with the intern.	71%	3%
4. I saw the intern grow and develop a significant amount during the summer.	58%	3%

Appendix I

BIBLIOGRAPHY OF RESOURCE MATERIALS

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